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ABSTRACT

An evaluation of the staff development program at College of the Canyons (California) was conducted in 1991 to provide information applicable to program improvement. Questionnaires were distributed to all faculty, classified staff, and flexible calendar program committee and staff development advisory committee members, resulting in response rates of 60%, 41%, 71%, and 30%, respectively. Additional information was obtained by examining archival data and by interviewing key individuals. Highlighted findings included the following: (1) a major strength of the 1990-91 program was the focus on the promotion of growth opportunities for faculty and classified staff rather than remedial training; (2) a majority of faculty and classified staff felt that the staff development activities were appropriate for their level of education and experience; (3) the program was perceived to have the support of the administration; (4) faculty and classified staff were unclear about what the program provided or was supposed to provide; (5) a majority of faculty and classified staff believed that staff development activities in instructional, personal, professional, and organizational areas were not adequate to meet their needs; and (6) there was a perceived lack of a coordinated, comprehensive effort among the groups involved in creating staff development opportunities. Based on evaluation findings, eight specific recommendations for program improvement were made. Appendixes provide memos, evaluation criteria charts, and survey instruments and results. (JSP)

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EVALUATION

Staff Development Program

May 1991

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When the climate of learning for staff is open, flexible, affirming, challenging the climate of learning for students is likely to be similar.

O'Banion 1972

An Evaluation of the Staff Development Program
at College of the Canyons
Santa Clarita, CA 91355
May 8, 1991

Conducted by an external consultant team of
University of La Verne Doctoral Students in Educational Management
Nina E. Ashur, Campus Representative
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Executive Summary

An evaluation of the staff development program at College of the Canyons was conducted to provide information relevant to program improvement. Opinions and perceptions were elicited through a survey to faculty, classified staff, the flexible calendar program committee and staff development advisory committee. Further information was obtained through archival data and interviews with key individuals. The evaluation focused on three criteria areas of context, input, and process.

HIGHLIGHTS OF THE EVALUATION

A major strength of the staff development program is that activities focused on the promotion of growth for faculty and classified staff rather than remedial training.

A majority of faculty and classified staff indicated that activities are appropriate for their level of education and experience.

The staff development program is perceived to have the support of the administration.

The staff development program at COC is alive and well. However, there seems to be lack of a coordinated, comprehensive effort between the individuals and groups involved in creating staff development opportunities.

Faculty and classified staff are uncertain as to what the staff development program is supposed to provide or what has been provided during the past year. As a result of the confusion, survey results indicate that a majority of faculty and classified staff believe that staff development activities in the areas of instructional, personal, professional, and organizational were not adequate to meet their needs.

HIGHLIGHTS OF THE RECOMMENDATIONS

Develop a staff development mission statement. Program goals and objectives should be based on the annual needs assessment.

Develop an organizational structure with defined roles and responsibilities for the administrators, coordinator and committee participants in the staff development program.

Create a comprehensive staff development program for all faculty and staff by providing activities in the four areas of instructional, personal, professional and organizational development.

Market the program to faculty and classified staff to assure that they know what the available opportunities are.

Investigate information sources other than committee discussion to aid in committee decision making.

Provide opportunities for other campus or industry visitations by faculty and staff.

Develop an implementation and monitoring system to obtain feedback on activities.

A key to continued excellence at COC involves development of a comprehensive staff development program. A program that incorporates creative, meaningful staff development activities. The results of this evaluation emphasize areas where improvements could be made to provide the highest quality programs for the continuing enrichment and rejuvination of all COC personnel.

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Introduction

The staff development program at College of the Canyons (COC) consists of activities designed to help faculty and staff provide the highest quality programs and services to the community they serve. At COC, staff development is a responsibility shared by individual staff members and groups. This marks the second year that a staff development coordinator has been appointed the responsibility for staff development facilitation. The groups that participate in the staff development process include:

> The staff development advisory committee, comprised of faculty, classified staff and administrators; and
>
> The flexible (flex) calendar program committee, comprised of faculty representing instructional divisions of the college, a classified staff member, and administrators.

Evaluation is defined as, "a systematic collection and interpretation of evidence, leading, as part of the process to a judgement of value, with a view to action" (ULV Road Show 1991, 10). This contents of this report represent a systematic collection of information about the COC staff development program. It is based on a standard set of criteria items taken from a research study on staff development evaluation criteria (Hekimian 1984). Three of the four criteria categories from the Hekimian research study were utilized in this project. This formative evaluation process of the staff development program at COC was conducted by an external team of evaluators. The analyses and recommendations in this report are provided to decision makers in the organization and to the staff development advisory committee and flex committee to facilitate a view to action.

The Evaluation Contract

A common understanding between the evaluator and institutional representative is critical before an evaluation process starts because of the various interpretations of evaluation. Contracting allows for clarification of the purpose of the evaluation. It establishes a focus for the evaluation on specific areas of program operation. The information contained in the following sections detail who the contracting parties are and the specifics agreed upon in the contracting sessions.

Contract Development

A contract agreement was developed between the Dean of Personnel Services at College of the Canyons and a University of La Verne (ULV) consultant team representative (appendices A and B). The Dean of Personnel Services was the contractor because of his role as the staff development administrator. The ULV consultant team consisted of five doctoral students in Educational Management at the University of La Verne.

Agreements Made and Decisions Formulated

Outcomes of the contract meeting between the Dean of Personnel Services and the ULV team representative included agreements in multiple areas. The evaluator's role in the organization would be as an externalist. The Dean of Personnel felt that the evaluation process would be conducted in a more objective manner by individuals external to the organization. A ULV consultant team representative, who is also a COC faculty member, would serve as campus coordinator of the project and liaison to the other four members of the ULV consultant team. The ULV consultant team representative would report directly to the Dean of Personnel Services. ULV team members would be

involved in a supportive role with the design and implementation of the review, data gathering, analyses, reporting the findings, and in preparation of the final written report.

Based on the evaluation agreement the evaluation would focus on three of the four categories for evaluation types according to the Stufflebeam Context, Input, Process, Product (CIPP) model (Stufflebeam and others 1971). The evaluation would include criteria in the (1) context, (2) input, and (3) process categories. Emphasis would be on the **process** category. Criteria in the **product** category would not be included in the evaluation process conducted by the ULV consultant team. An evaluation plan would be developed by the ULV consultant team and reviewed with the Dean of Personnel Services before the start of the evaluation process. The ULV consultant team representative would report directly to the Dean of Personnel Services. Interim reports were requested by the Dean of Personnel Services if significant data were discovered during the evaluation process. Upon completion of the evaluation report, the Dean of Personnel Services would take responsibility for forwarding copies to the Staff Development Coordinator, staff development committee members, administrators, and the Chief Executive Officer (CEO). Duplication resources for surveys, reports and other written documentation would be borne by COC.

To facilitate planning for the next academic year it was agreed that the written report would be completed by May 7, 1991 for review by the Dean of Personnel Services, administrators, Staff Development Coordinator, staff development committee members and the CEO. A college-wide presentation of the report would be given by ULV consultant team members on May 8, 1991.

Information gathered from the program evaluation would serve the needs of the Dean of Personnel Services and the college. Based upon the contract

agreement, the ULV consultant team would formulate an analysis from the evaluation findings and formulate recommendations for program improvement.

Evaluation Purpose

The purpose of the COC staff development program evaluation is to facilitate program improvement based upon a set of criteria standards. It is a formative kind of evaluation. This evaluation process is considered a self-study for the staff development program, and the forerunner to an accountability study.

Evaluation Criteria and Questions Addressed

Criteria provide a standard of comparison or "yardstick" to indicate the achievement of a program. Criteria also provide a framework within which evidence is collected. Criteria for the COC staff development program evaluation were selected from Hekimian's (1984), "Criteria for the Institutional Evaluation of Community College Staff Development Programs." Selected criteria in the categories of **context**, **input** and **process** were adapted for use in this evaluation study through the contract agreement.

Criteria Selection Process

Selection of items to be included in the three categories of **context**, **input** and **process** were negotiated between the Dean of Personnel Services and the ULV consultant team representative. The criteria in each category were examined individually. As each criteria item was discussed it was either selected as written, adapted or excluded. The criteria area of emphasis for the Dean of Personnel Services were those in the **process** category.

Context Evaluation Criteria

Context evaluation criteria provides a look at the planning element of the staff development program. These include the mission, goals and needs. The seven criteria selected in this category pose questions that relate to what is being planned and for whom, and cite needs that justify operation of the current program. Table 1 details criteria in the context category used in the evaluation.

1.	The staff development program has a written statement of mission.
2.	The staff development program goals are in accordance to the over-all mission of the institution. A. Goals are well-defined and specific. B. Program goals are formulated through needs assessment procedures.
3.	Objectives are written in a manner which permit measurement.
4.	The staff development program has a commitment of administrative support.
5.	The staff development program has the demonstrated acceptance of a majority of the staff.
6.	The staff development program is assessed regularly with special reference to strengths and weaknesses.
7.	The staff development program provides a variety of activities including those general to all staff and those specific to major program publics.

Table 1

Context Criteria

Input Evaluation Criteria

Input evaluation criteria allows for examination of the procedural designs of the program. The six criteria in this category are designed to look at the program's intended means. The questions addressed in this category include how the program will function and who will do the work. Table 2 details criteria in the input category.

1.	The staff development program is structured college-wide not departmentally.
2.	The rationale for the staff development program is developmental in nature rather than remedial. The focus is on the promotion of growth rather than the correction of deficiencies.
3.	The staff development program has the following components: instructional development, personal development, professional development, and organizational development.
4.	The staff development program has a defined organizational structure. A. A coordinator is assigned the responsibility for program facilitation. B. The coordinator has a defined job description. C. The program staff possess a level of educational training or experience comparable to those served by the program. D. An advisory committee representative of the college staff is actively involved in planning, implementing and evaluating the program.
5.	The staff development program investigates a variety of information sources to assist decision making such as: an analysis of the literature, the employment of consultants, visitations to exemplary programs, etc.
6.	College-wide staff development practices provide: A. Sabbatical leave at a minimum of half salary for one year for faculty. B. Summer grants for new program development or existing course improvement (e.g. designing self-instructional modules). C. Travel funds for professional conferences.

Table 2

Input Criteria

Process Evaluation Criteria

Process evaluation criteria enables assessment of the program's actual implementation. There are nine criteria in this category that are designed to look at how the program was carried out during the year. The questions addressed in this category include determining what program activities will accomplish the goals and objectives. Table 3 details criteria in the process category.

1.	Staff development activities are appropriate to the levels and abilities of the participants.
2.	Staff are provided opportunities to visit other departments in the college or other institutions to review educational programs or innovative projects.
3.	The program is monitored regularly to assure that activities are on schedule, and carried out as planned.
4.	A record of the program plan exists and includes: how the program implementation compares to: a) what was intended, b) expenditures, and c) participant reaction. A. Activities have an evaluation component which provides a regular assessment of current operations.
5.	Instructional development activities provide: A. Training in the latest instructional trends. B. Training in the development of course objectives and course design. C. Training in remedial and developmental techniques of instruction. D. Training in technological approaches to instruction. E. Training in the evaluation of instructional strategies.
6.	Personal development activities provide: A. Interpersonal skills training. B. Training in personal growth and development. C. Opportunities for individual professional growth contracts. D. Opportunities for individual counseling. E. Training in health awareness.
7.	Professional development activities for faculty provide: A. Training in the psychology of learning. B. Training in student developmental needs. C. Training in non traditional studies and delivery systems. D. Training in cultural diversity issues. E. Visitations to other college campuses or industries.
8.	Professional development activities for classified staff provide: A. Training in job related skills. B. Training in student needs. C. Training in the college's needs. D. Training in new technologies. E. Training in innovative methods of operations.
9.	Organizational development activities provide: A. Training in planning and decision making. B. Training in management skills. C. Training in faculty, and student assessment techniques. D. Training in classified staff evaluation techniques. E. Training in team building. F. Training in conflict management.

Table 3

Process Criteria

Evaluation Design and Information Collected

Description of the Design

The research design of this evaluation uses the descriptive method. A descriptive study determines and reports the way things are. Data for a descriptive study are usually collected through a survey instrument, interviews, or by observation (Gay 1987, 189). The primary purpose of this evaluation study of the COC staff development program is to report the way things are using the three criteria areas of context, input, and process. Decisions can then be made about the program from this information. Consequently, an explanation of observed relationships among variables is **not** the focus of this study.

The kind of data needed to satisfy each criterion are listed on the charts of criteria (appendices C, D, and E). The charts of criteria describe the: (1) criteria item; (2) information source; (3) method of measurement; (4) indicants of positive achievement; and (5) notation as to whether each criterion was "met" or "not met."

Rationale For Selection

The contractual agreements made between the Dean of Personnel Services and the representative of the ULV consultant team involved delineating specific criteria for reporting on the function of the staff development program. The criteria were selected from an existing research study and adapted to extract specific data that would answer questions regarding the current status of the COC staff development program. According to Sax (1979, 18), descriptive research describes current conditions without their being influenced by the investigator. Once information is available then methods of resolving the problems or improving the situation can be considered. The

descriptive research method was chosen as the best method to facilitate the following:

1. Collection of the opinions of participants affected by the staff development program by the use of survey instruments.

2. Assessment and projection of the needs of the participants affected by the staff development program by use of survey instruments, archival data, and interview with the Staff Development Coordinator.

3. Provision of information to key decision makers to facilitate future program planning and improvement.

4. A report of the current status of the staff development program which would also provide a systematic design (criteria focused) for the task of program improvement.

Population and Sample

The population consisted of 154 full-time employees of the Santa Clarita Community College District who were employed at College of the Canyons as of fall semester 1990. A stratified sample of the population subgroups consisted of sixty-five full-time faculty, eighty-five classified staff, and five administrators. There are nine participants of the flex committee, ten participants of the staff development committee, and the Staff Development Coordinator. Committee members and the coordinator were also members within each sample subgroup.

Instruments

Survey instruments used in this study were developed by the ULV consultant team. The surveys were created to address specific items in the criteria areas of context, input and process.

The survey for the faculty (appendix F) contains twenty-eight items divided into five sections. The five sections on the survey requested information

about opportunities for development in: (1) instructional; (2) personal; (3) professional; and (4) organizational activities. The fifth section was labeled as "other" and requested information about the appropriateness of development activities for a participant's level of education and experience, and their perception of administrative support. The survey used a five-point scale. Each item utilized five response alternatives ranging from "not at all" to "very much so."

The survey for the classified staff (appendix G) contains twenty-one items divided into four sections. The four sections on the survey requested information concerning opportunities for development in: (1) personal; (2) professional; and (3) organizational activities. The fourth section was labeled as "other" and requested information about the appropriateness of development activities for a participant's level of education and experience, and their perception of administrative support. The survey used a five-point scale. Each item utilized five response alternatives ranging from "not at all" to "very much so."

The surveys for the flex and staff development committees (appendices H and I) requested information in three different categories. The first section requested information concerning: (1) level of involvement; (2) sources for decision making; and (3) demographics. The demographic data section of the survey requested total number of years employed at COC and the length of tenure on the committee.

A memo request for information given to the Staff Development Coordinator (appendix J) contained interview questions as well as written informational responses pertaining to: (1) level of involvement in program coordination; (2) defined program responsibilities; (3) sources for decision making; and (4) perception of administrative support. The interview session was semi-structured. Responses to the interview questions were obtained by

the ULV consultant team representative during a meeting with the Staff Development Coordinator.

Timeline

The initial contract meeting between the Dean of Personnel Services and the ULV consultant representative took place February 20, 1991. The timeline was influenced by the spring semester ending date of May 24, 1991. The evaluation report was needed before the end of the semester to facilitate staff development program planning for fall semester. The final report was presented in a college-wide meeting by ULV consultant team members on May 8, 1991. Table 4 shows task descriptions and timelines for each item in the evaluation process.

Task Description	Date
Initial Contract Meeting with Dean of Personnel Services	February 20th
Report of contract conditions to ULV consultant team members	March 2nd
Second Contract Meeting with Dean of Personnel Services	March 4th
Program evaluation presentation to staff development committee	March 20th
Survey draft developed	March 23rd
Meeting with Dean of Personnel Services for survey review	March 26th
Survey distribution	April 1st
Data collection and analysis	April 19th
Progress report to Dean of Personnel Services	April 29th
Report first draft reviewed by the Dean of Personnel Services	May 2nd
Final report produced with corrections	May 6th
Report reviewed by Dean, SD Coordinator, and committee	May 7th
College-wide presentation of final report	May 8th

Table 4

Timeline

Methods Used for Data Collection

Data were collected through the use of survey instruments, archival data and interview. The ULV consultant team representative was responsible for the data collection. Methods used in the collection of surveys included campus mail and committee meetings. Archival and interview data were collected by personal interaction with the Dean of Personnel Services, the Staff Development Coordinator, and the Assistant Dean of Instruction.

Description of the Format for Data Collection

Cover memos for the survey instruments to faculty and classified staff were drafted by the Dean of Personnel Services and attached to each one-page survey instrument (appendix K). A follow-up cover memo was drafted by the ULV consultant team representative (appendix L). Survey data were collected from four sample groups at College of the Canyons. The sample included: (1) full-time faculty; (2) full-time classified staff; (3) flex committee members; and (4) staff development committee members. Surveys were distributed by campus mail to all sample groups by the ULV consultant team representative. The surveys were color coded to facilitate collection procedures. Ivory colored surveys were distributed to faculty, blue colored surveys to classified staff, green colored surveys to flex committee members, and yellow colored surveys to staff development committee members.

Archival and interview data concerning the staff development program were collected by the ULV consultant team representative from the Dean of Personnel Services, the Staff Development Coordinator, and Assistant Dean of Instruction.

Data Collection Methods

Surveys were numerically coded to facilitate follow-up procedures and to protect the confidentiality of the respondents. Color coded surveys by subgroups eased sorting during the collection process. Surveys were distributed by campus mail to all members in the sample on April 1, 1991. Respondents were instructed to return the survey to the campus mailbox of the ULV consultant team representative by Friday, April 5, 1991. Seven days after initial distribution of the surveys on April 8, 1991, a personalized, humorous follow-up memo and duplicate survey were distributed to individuals who had not returned the initial survey.

The surveys for the flex committee were distributed on April 16, 1991 during one of the regular meetings. Participants were asked by the ULV consultant team representative to complete the survey during the meeting. The surveys were collected as committee members completed them. The surveys for the staff development committee were distributed to individuals on April 16, 1991. The final cut-off date for return of all surveys was April 19, 1991.

Coding

Surveys for distribution to faculty and classified staff were numerically coded to facilitate follow-up procedures and to protect the confidentiality of the respondents. A hand stamped, four digit number was placed on each survey and on a list, next to the name of the individual who would receive the survey. The prefix of each number, a one or two defined the respondent as a faculty member or classified staff member. In addition, the surveys were color coded to assure accuracy in sorting.

Surveys distributed to the flex committee, staff development committee and Staff Development Coordinator were not numerically coded but were color coded.

Arranging and Organizing

The data from the surveys completed by the faculty, staff, flex and staff development committees were arranged and organized according to the subgroup surveyed. The results from each subgroup were hand tallied and percentages computed. The accumulated data were placed into a chart format for each subgroup surveyed. The chart shows the survey item, number of responses to that item, percentage of responses, and collapsed percentage for each item on the survey (appendices M, N, O and P).

Storing and Retrieving Information

Archival data and survey data were maintained by the ULV consultant team representative in a file specifically set-up for that purpose. Survey data results were transferred into a computerized charting program to produce graphics for this report and the college-wide presentation to the COC faculty and staff and administration.

Data Analysis and Interpretation

Data analysis is defined as the simple tabulation and interpretation of the raw information collected during an evaluation. Analysis should relate the obtained data to the review's questions, goals, and objectives (Barak and Breier 1990, 49). The analysis and interpretation of findings in this study include a listing of the raw information collected at COC from surveys, archival and interview data. These analyses are organized and discussed as they relate to the criteria items within the content, input, and process categories.

Data Analysis Procedures

All data from the archival records, surveys, and interviews were analyzed by the ULV consultant team members. Survey items from all sample groups were tallied and computed by hand. Data results from the staff development and flex committee surveys were reported in terms of number of respondents, percentage responding to each item, and collapsed percentages for the top two and bottom two categories on the rating scale. The top two collapsed categories are represented by "considerable extent" and "very great extent"on the rating scale. These two categories were collapsed into a positive percentage. The bottom two categories are represented by "limited extent" and "no extent" on the rating scale. These bottom two categories were collapsed into a negative percentage category. The middle category on the rating scale "unsure" was not collapsed. Notations as to whether each criterion was met or not met were logged on each criteria chart page.

Context Criteria Findings and Interpretation

Criteria in the context category are designed to look at a program's intended ends. It looks at the planning aspect of the program such as the mission, goals and needs of a program.

Findings	Interpretation
Criteria: **1. The staff development program has a written statement of mission.**	
The mission of the staff development program is defined in the Human Resources Development Plan in section I "Responsibility." The staff development mission statement reflects the values expressed in the College's mission statement.	The findings show that a brief mission statement exists for the staff development program. However the mission statement does not seem to have been circulated college-wide.
Criteria: **2. The staff development program goals are in accordance to the over-all mission of the institution**	
Interview information from the Dean of Personnel Services indicate that the goals of the staff development program are the nine authorized uses of AB 1725 funds.	The nine authorized uses of AB 1725 funds list areas in which monies may be spent for development activities. While they do not conflict with the mission of the college they do not directly relate to the mission.
Criteria: **2A. Goals are well-defined and specific.**	
The goals of the program are defined by the nine authorized uses of AB 1725 funds. Program records do not show a listing of other goals specific to the staff development program.	The nine authorized uses of AB 1725 are general listings of areas in which monies may be spent. The use of these listings as goals for the program do not define the year-to-year focus of the staff development program.

Criteria: **2B. Program goals are formulated through needs assessment procedures.**	
Goals for the program are defined by the nine authorized uses of AB 1725. However, a November 8th memo to the college full-time staff, regarding submission of proposals for staff development monies, identify a list of priorities taken from the August 1990 needs assessment survey.	The list of priorities taken from the August 1990 Needs Assessment in some ways serve as the focus or goals for the staff development program but are not identified as such.
Criteria: **3. Objectives are written in a manner which permit measurement.**	
Records do not show written objectives for the staff development program.	
Criteria: **4. The staff development program has a commitment of administrative support.**	
Survey item for faculty and classified staff asked if the staff development has the support of the administration. Faculty survey item number 28 : **61% positive**, 39% unsure, 0% negative Classified staff survey item number 21: **63% positive**, 19% unsure, 19% negative Interview with Staff Development Coordinator indicates that administration supports the program by obliging the committees to make all decisions about fund allocations. Also, COC was one of the first colleges to implement the flexible calendar program (utilizing ten instruction free days per year for development). The flex program has been in operation since 1980.	A majority of the faculty and classified staff believe that the administration is committed to the staff development program. The Staff Development Coordinator was very adamant about the high degree of support she has seen from the administration.
Criteria: **5. The staff development program has the demonstrated acceptance of a majority of the staff.**	

Survey items for faculty asked if there was adequate training in the areas of instructional, personal, professional and organizational development **to meet their need(s).** Faculty survey instructional item number 6: **39% positive**, 34% unsure, 26% negative Faculty survey personal item number 12: **37% positive**, 32% unsure, 32% negative Faculty survey professional item number 18: **43% positive**, 26% unsure, 32% negative Faculty survey organizational item number 25 **28% positive**, 25% unsure, 47% negative Survey items for classified staff asked if there was adequate training in the areas of personal, professional and organizational development to meet their need(s). Classified survey personal item number 6 **30% positive**, 37% unsure, 33% negative Classified survey professional item number 12 **45% positive**, 23% unsure, 32% negative Classified survey organizational item number 18 **35% positive**, 17% unsure, 49% negative	In all areas of instructional, personal, professional, and organizational activities, less than half of the faculty and classified staff feel that the staff development program meets their need(s) for information. The reason for this type of profile may be attributed to the fact that faculty and staff are not sure what the function of the staff development program is. Is its function to provide activities or opportunities for training or allocate funds for self-initiated proposals? Also, there was expressed confusion by some faculty and classified staff over the activity categories of personal, professional and organizational.
Criteria: **6. The staff development program is assessed regularly with special reference to strengths and weakesses.**	
Records do not show staff development program assessment with reference to strengths and weaknesses.	Regular assessment of the program was not made. Informal discussions take place on an occasional basis but are not formally recorded.
Criteria: **7. The staff development program provides a variety of activities including those general to all staff and those specific to major program publics.**	
The flex committee provides a diverse offering of activities for faculty. This is evident in the 1991 flex schedule brochure. The list of staff initiated projects that have been funded by the staff development committee also show some degree of variety.	While the flex committee provided a general offering of activities that were primarily available to faculty.

Input Criteria Findings and Interpretation

Criteria in the input category are designed to look at a program's implementation. Analysis is provided in regard to procedural designs of program, such as how the program operates, and who does the work.

Findings	Interpretation
Criteria: **1. The staff development program is structured college-wide not departmentally.**	
The Human Resources Plan states that the responsibility of the program is shared by various groups and individuals. They are representative of contingents from all segments of the college. Additionally, review of the committee membership list for the staff development and flex committees show that participants are represented from the college-wide body. However, individual departments also have specific monies allocated for travel and conferences.	While there is evidence that the staff development program is structured college-wide, faculty and classified staff seem confused as to whether conference and travel monies allocated through individual departments and other areas through-out the college are part of staff development.
Criteria: **2. The rationale for the staff development program is developmental in nature rather than remedial. The focus is on the promotion of growth rather than the correction of deficiencies.**	
The Human Resources Plan implies a developmental approach to staff development with a listing of project fundings and a list of activities in specific areas. Also, the nature of the activities offered by the flex commitee and the list of funded projects by the staff development committee imply a focus on the promotion of growth rather than the correction of deficiencies.	One of the strengths of the COC staff development program is that most of the flex activities focused on the promotion of personal and professional growth. Also, individuals were given a choice of activity offerings.

Criteria: **3. The staff development program has the following components: instructional development, personal development, professional development, and organizational development.**	
Program documents do not show a break-down of staff development activities into instructional, personal, professional and organizational domains. Review of several documents indicates that staff development activities have focused primarily on professional development with less emphasis on instructional, and personal development. This is reflected in the "Project Listing for Fund Request" from the staff development committee; the list of AB 1725 use of staff development funds in the Human Resources Plan; and the list of activities offered through the flex committee. Organizational development activities for faculty and classified staff were not evident from the records.	Activities are not categorized into the four categories of instructional, personal, professional and organizational development. Utilization of the nine authorized uses of AB 1725 as a guide do not facilitate a breakdown of activities into these four categories as the research literature suggests.
Criteria: **4. The staff development program has a defined organizational structure.**	
The Human Resources Plan provides a narrative that describes the responsibilities of the committees, and major participants. Records of a clearly defined organizational structure explaining the relationships between committees and participants is not available.	Based on the Human Resources Plan the organizational structure of the staff development program is not clear. The staff development program appears to be administered by the Personnel and Instructional areas. The responsibilities and role of the staff development coordinator are not defined in the Plan.
Criteria: **4A. A coordinator is assigned the responsibility for program facilitation.**	

A staff development coordinator is assigned the responsibility of staff development program implementation. The individual is a full-time faculty member and is paid a stipend for coordination duties.	The Staff Development Coordinator position is not mentioned or defined in the Human Resources Plan.
Criteria: **4B. The coordinator has a defined job description.**	
Records do not show a job description for the Staff Development Coordinator.	
Criteria: **4C. The program staff possess a level of educational training or experience comparable to those served by the program.**	
Records indicate a representation of college staff on the Staff Development Committee and the Flex Committee. The committee members are representative of the educational and experience levels within the college setting. There are ten members on the staff development committee composed of three administrators, six faculty, and three classified staff members. The flex committee has two administrators, six faculty and one classified staff member. On the combined committees there are nine females, twelve males, and one ethnic minority. Years of experience of the participants are also varied.	The committees show an acceptable balance between faculty, classified staff and gender groups within campus demographics.
Criteria: **4D. An advisory committee representative of the college staff is actively involved in planning, implementing and evaluating the program.**	

Staff development and flex committee survey items requested to what extent committee members felt that they were actively involved in: Program planning survey item number 1: Flex committee **100% positive**, 0% unsure, 0% negative Staff development committee **67% positive**, 33% unsure, 0% negative Program implementation survey item number 2: Flex committee **71% positive**, 29% unsure, 0% negative Staff development committee **0% positive**, 67% unsure, 33% negative Program monitoring, survey item number 3: Flex committee **43% positive**, 29% unsure, 29% negative Staff development committee **0% positive**, 33% unsure, 66% negative	Program planning - both committees show a positive degree of involvement. Program implementation - the flex committee shows that almost three-fourths are involved. A majority of the staff development committee is unsure of their involvement in program implementation. Program monitoring - less than half of the flex committee indicates involvement. The staff development committee shows that a majority believe that they are hardly or not at all involved in program monitoring.
Criteria: **5. The staff development program investigates a variety of information sources to assist decision making such as: an analysis of the literature, the employment of consultants, visitations to exemplary programs, etc.**	
Staff development and flex committee survey items requested that committee members check-off information sources that were the basis for decisions about activity planning, and project funding or support. Committee members could check off more than one source. Responses are ranked according to the most frequently used information source. Percentages refer to committee members who selected that source. Flex committee: 1. committee discussions (100%) 2. info from other sources such as journal articles, conferences, etc. (57%) 3. other - discussions (43%) 4. program visitations to other colleges (29%) 5. review of regulatory materials (14%) 6. research-based literature (14%) 7. consultants (0%)	Members of the staff development and flex committees primarily use committee discussions as an information source for activity planning. A second source of information includes journals and conferences. The other five sources of information are used by less than half of the individuals on both committees. While the Staff Development Coordinator and certain members of the flex committee state that they use sources other than discussion for decision making, there does not appear to be evidence of these individuals sharing the information with their committee co-workers.

Criteria 5. Continued from the previous page	
Staff development committee: 1. committee discussions (100%) 2. research-based literature (33%) 3. information from other sources (33%) 4. review of regulatory materials (33%) 5. other - info from applicants (33%) 6. consultants (0%) 7. program visitations to other colleges (0%) The Staff Development Coordinator indicates that she uses committee discussions, research-based literature, program visitations to other colleges and needs assessment survey as the basis for program funding decisions.	Refer to comments on the previous page
Criteria: **6A. Sabbatical leave at a minimum of half salary for one year for faculty**	
The Human Resources Plan indicated that four sabbatical leaves were funded for 1990-91. The CTA/NEA agreement indicate that the rate of sabbatical leave salary for one year or one half year is at 50% of the annual contract salary.	This benefit is used regularly at the college and seems to be encouraged by the administration.
Criteria: **6B. College-wide staff development practices provide summer grants for new program development or existing course improvement (e.g. designing self-instructional modules).**	
Program records do not show a summer grant provision for new program development or existing course improvement.	A specific summer grant program is not designated in the records. However, the Dean of Personnel Services indicated that conference and travel funds for summer activities are available to faculty and staff.
6C. College-wide staff development practices provide travel funds for professional conferences.	
The staff development committee project listings for fund requests indicate that most activities on the list were for professional conferences and travel.	The use of travel funds and attendance at professional conferences is a highly utilized practice at COC.

Process Criteria Findings and Interpretation

Findings for this section were obtained primarily from survey results, and archival data. Process evaluation criteria enables assessment of the program's actual implementation. The items in criteria category determine what activities will accomplish the goals and objectives of the program.

Findings	Interpretation
Criteria: **1. Staff development activities are appropriate to the levels and abilities of the participatnts.**	
Survey items for faculty and classified staff asked if (1) staff development program activities were appropriate for level of education, and (2) level of experience. <u>Appropriate for level of education</u> Faculty survey item number 26: **70% positive**, 16% unsure, 14% negative Classified survey item number 19: **57% positive**, 11% unsure, 32% negative <u>Appropriate for level of experience</u> Faculty survey item number 27: **61% positive**, 25% unsure, 14% negative Classified survey item number 20 **48% positive**, 19% unsure, 32% negative	Most of the staff development activities were designed for faculty. Faculty indicated that staff development activities were appropriate to their level of education and training. This, however; was not true for classified staff. This difference in perception may be the result of a wider diversity of skills, education and experience levels existing within the classified staff group. Within the faculty ranks, this disparity would not exist as community college faculty are generally within a similar level of educational achievement.
Criteria: **2. Staff are provided opportunities to visit other departments in the college or other institutions to review educational programs or innovative projects.**	
Survey item for faculty asked if professional development activities provided opportunities for visitations to other college campuses or industries. Faculty survey item number 17: **49% positive**, 18% unsure, 33% negative	Several types of programs and events have been implemented.
Criteria: **3. The program is monitored regularly to assure that activities are on schedule, and carried out as planned.**	

Program records do not show that there is a plan in place to monitor program activities.	No monitoring system exists although data suggests that information exists informally between individuals.
Criteria: **4. A record of the program plan exists and includes: how the program implementation compares to: (a) what was intended, (b) expenditures, and (c) participant reaction.**	
Program records do not show that there is a record of the program plan.	Analysis of this finding implies that the program is not of high priority, or that the college has yet to decide exactly what direction and to what degree the staff development program should be defined and incorporated into the organizational structure.
Criteria: **4A. Activities have an evaluation component which provides a regular assessment of current operations.**	
Program records do not show that activities have an evaluation component and that a regular assessment of current operations is provided.	
Criteria: **5A. Instructional development activities provide training in the latest instructional trends.**	
Faculty survey item number 1: **47% positive**, 21% unsure, 32% negative	Faculty seem to be divided (positive and negative) over this item. While a majority believe that training is provided in the latest instructional trends, there is a high percentage of negative responses.
Criteria: **5B. Instructional development activities provide training in the development of course objectives and course design.**	
Faculty survey item number 2: **26% positive**, 34% unsure, 39% negative	The majority of faculty do not believe that training in the development of course objectives and design is occurring.
Criteria: **5C. Instructional development activities provide training in remedial and developmental techniques of instruction.**	

Faculty survey item number 3: **38% positive**, 23% unsure, 38% negative	Faculty are equally divided positive and negative as to whether training is provided in remedial and developmental techniques.
Criteria: **5D. Instructional development activities provide training in technological approaches to instruction.**	
Faculty survey item number 4: **62% positive**, 16% unsure, 22% negative	A majority of faculty felt that technological training had been offered.
Criteria: **5E. Instructional development activities provide training in the evaluation of instructional strategies.**	
Faculty survey item number 5: **37% positive**, 26% unsure, 37% negative	Faculty are equally divided on this issue. However, a large percentage were unsure that training had been provided.
Criteria: **6A. Personal development activities provide interpersonal skills training.**	
Faculty survey item number 7: **37% positive**, 18% unsure, 45% negative Classified staff survey item number 1: **41% positive**, 18% unsure, 42% negative	The high number of negative responspes indicates that classified staff and faculty do not believe that interpersonal skills training was not available.
Criteria: **6B. Personal development activities provide training in personal growth and development.**	
Faculty survey item number 8: **37% positive**, 21% unsure, 42% negative Classified staff survey item number 2: **50% positive**, 16% unsure, 34% negative	Faculty percentages indicate that personal growth and development activities were limited. Classified staff, however; show a positive majority in this category.
Criteria: **6C. Personal development activities provide opportunities for individual professional growth contracts.**	
Faculty survey item number 9: **16% positive**, 49% unsure, 35% negative Classified staff survey item number 3: **19% positive**, 34% unsure, 47% negative	Faculty and classified staff indicated a negative response to the availability of individual growth contracts. An uncertainty as to what a personal growth contract is comes out in the high percentage of faculty and staff that indicated "unsure."

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Criteria: **6D. Personal development activities provide opportunities for individual counseling.**	
Faculty survey item number 10: **33% positive**, 28% unsure, 39% negative Classified staff survey item number 4: **25% positive**, 11% unsure, 64% negative	Faculty and classified staff indicated a negative response to the availability of individual counseling. Also a large percentage of faculty were unsure of this activity category.
Criteria: **6E. Personal development activities provide training in health awareness.**	
Faculty survey item number 11: **47% positive**, 16% unsure, 37% negative Classified staff survey item number 5: **50% positive**, 9% unsure, 41% negative	Faculty and classified staff indicated positively that health awareness activities had been provided.
Criteria: **7A. Professional development activities for faculty provide training in the psychology of learning.**	
Faculty survey item number 13: **31% positive**, 26% unsure, 42% negative	A majority of faculty indicated that they had not been provided training in the psychology of learning.
Criteria: **7B. Professional development activities for faculty provide training in student developmental needs.**	
Faculty survey item number 14: **37% positive**, 24% unsure, 39% negative	A majority of faculty indicate that training in student developmental needs has <u>not</u> been provided.
Criteria: **7C. Professional development activities for faculty provide training in nontraditional studies and delivery systems.**	
Faculty survey item number 15: **35% positive**, 22% unsure, 44% negative	A majority of faculty indicate that training in nontraditional studies and delivery systems has not been provided.
Criteria: **7D. Professional development activities for faculty provide training in cultural diversity issues.**	

Faculty survey item number 16: **69% positive**, 3% unsure, 28% negative	A strong majority of faculty indicated that training had been provided in cultural diversity issues. However, activity records do not show that this is true. Very few diversity activities occurred during the year.
Criteria: **7E. Professional development activities provide visitations to other college campuses or industries.**	
Faculty survey item number 17: **49% positive**, 18% unsure, 33% negative	Approximately half of the faculty indicate that opportunities for visitations to other college campuses or businesses were available.
Criteria: **8A. Professional development activities for classified staff provide training in job related skills.**	
Classified staff survey item number 7: **75% positive**, 6% unsure, 18% negative	A strong three quarters of the classified staff indicate that opportunities were provided for training in job related skills.
Criteria: **8B. Professional development activities for classified staff provide training in student needs.**	
Classified staff survey item number 8: **25% positive**, 26% unsure, 48% negative	Almost half of the classified staff do not believe that they had the opportunity to obtain training in student needs.
Criteria: **8C. Professional development activities for classified staff provide training in the college's needs.**	
Classified staff survey item number 9: **36% positive**, 15% unsure, 45% negative	Almost half of the classified staff do not believe that they had the opportunity to obtain training in the college's needs.
Criteria: **8D. Professional development activities for classified staff provide training in new technologies.**	
Classified staff survey item number 10: **25% positive**, 26% unsure, 48% negative	Almost half of the classified staff do not believe that they had the opportunity to obtain training in new technologies.

Criteria: **8E. Professional development activities for classified staff provide training in innovative methods of operations.**	
Classified staff survey item number 11: **30% positive**, 24% unsure, 45% negative	Almost half of the classified staff do not believe that they had the opportunity to obtain training in innovative methods of operations.
Criteria: **9A. Organizational development activities provide training in planning and decision making.**	
Faculty survey item number 19: **31% positive**, 26% unsure, 44% negative Classified staff survey item number 13: **33% positive**, 18% unsure, 48% negative	Almost half of the faculty and classified staff do not believe that they have had training opportunities in planning and decision making.
Criteria: **9B. Organizational development activities provide training in management skills.**	
Faculty survey item number 20: **26% positive**, 24% unsure, 47% negative Classified staff survey item number 14: **38% positive**, 21% unsure, 42% negative	Almost half of the faculty and classified staff do not believe that they have had training opportunities in management skills.
Criteria: **9C. Organizational development activities provide training in faculty and student assessment techniques.**	
<u>Faculty assessment techniques</u> Faculty survey item number 21: **29% positive**, 24% unsure, 47% negative <u>Student assessment techniques</u> Faculty survey item number 22: **45% positive**, 21% unsure, 34% negative	Almost half of the faculty indicated that they have not had adequate training in faculty assessment techniques. The opposite is true of student assessment technique training. Almost half indicate that training opportunities had been provided.
Criteria: **9D. Organizational development activities provide training in classified staff evaluation techniques.**	
Classified staff survey item number 15: **28% positive**, 28% unsure, 44% negative	Almost half of the classified staff do not believe that they have had training opportunities in classified staff evaluation techniques.

Criteria: **9E. Organizational development activities provide training in team building.**	
Faculty survey item number 23: **30% positive**, 27% unsure, 44% negative Classified staff survey item number 16: **21% positive**, 27% unsure, 51% negative	Almost half of the faculty and **over** half of the classified staff do not believe that they have had training opportunities in team building.
Criteria: **9F. Organizational development activities provide training in conflict management.**	
Faculty survey item number 24: **29% positive**, 16% unsure, 54% negative Classified staff survey item number 17: **22% positive**, 25% unsure, 54% negative	Over half of the faculty and classified staff do not believe that training opportunities in conflict management had been provided.

Summary of Findings

One of the strengths of the COC staff development program is that all the activities offered during 1990-91 focused on the promotion of growth for facutly and classified staff rather than remedial training. Few activities demanded mandatory attendance. Individuals were given a menu of activities from which they selected activities to attend. To satisfy the requirements established in the state regulations for use of flexible calendar time faculty were required to complete forty-one hours of staff development activities of their choice.

Another strength of the program is that a majority of faculty indicate that the staff development activities are appropriate for their level of education and experience. The classified staff also indicate that the activities are appropriate for their level of education and experience but to a lesser degree than the faculty.

Findings indicate that at COC much staff development activity occurred during the 1990-91 year. Many different kinds of activities were planned during the intersession period by the flex committee. The staff development committee funded a variety of development proposals. However, activity does not necessarily reflect efficiency or effectiveness. The traditions of flexible calendar activities during the intersession and use of staff development monies as a travel-conference fund continued through the 1990-91 year. There seems to be a lack of common purpose and focus among all the individuals and committees of the program. Each of the major committees does their own thing with no attempt at a coordinated, comprehensive effort.

Information from the surveys indicate that faculty and classified staff are uncertain as to what the staff development program provides or is supposed to provide. They also indicated that in the areas of instructional, personal,

professional, and organizational, the activities provided were not adequate to meet their needs for training.

Findings from the committee and coordinator surveys indicates that the roles of committee members as well as those of the staff development coordinator are not clearly defined. Committee discussion seems to be the major decision making method for funding and activity decisions. While a majority on both committees feel that they are actively involved in program planning, they are not positively involved in the implementation and monitoring of the program.

To facilitate a view to action, the ULV consultant team offer recommendations based on information obtained from the evaluation study. Recommendations are summarized according to the criteria areas of context, input and process.

Context Criteria Recommendations

Content recommendations specify suggestions to improve the College of the Canyons planning designing, and implementing staff development program's intended ends.

Recommendation Number 1

Develop Staff Development Program Goals and Objectives

From the development of a mission statement, goals and objectives need to be prepared through a detailed needs assessment with collaboration from all parties. The information from the current needs assessment should be reviewed and used to develop goals and objectives. Although the Staff Development program meets basic requirements of AB 1725 for state funding and as a means of providing basic program goals, this in itself does not constitute recognition of the College's local and future needs. Clear, measurable objectives are needed to focus on outcomes that are reviewed on an annual basis. The Staff Development Program may want to consider a staff development model that would insure meeting the needs of the overall college as well as individual needs.

Recommendation Number 2

Improve the Program Delivery System

Measurement of needs is critical to find out if the Staff Development Program delivery system is meeting the needs of its constituency. One model that may help focus the Staff Development Program efforts is to use a staff development organization model. An excellent example of this is one by Magnesen and Parker (1990) which contain suggestions

as to how to organize and market the program, creation of activities in the areas of professional, instructional, personal and organizational development, team building, and recognition/appreciation ideas. By surveying these specific areas, a clearer picture will emerge of what is necessary to establish priorities for staff development planning.

Recommendation Number 3

Include More Representation in Development of Program Goals and Objectives

Provide different avenues for employees to provide input into the development of yearly staff development goals and objectives. Surveys, checklists, workshop feedback, in service evaluations, interviews are all on-going measurements that provide commentary and input to the decision-making process.

Input Criteria Recommendations

Input recommendations specify suggestions to improve College of the Canyons Staff Development Program's procedures and delivery systems.

Recommendation Number 1

Expand Activities to Balance Various Components of Staff Development

Evaluations indicated unequal distributions in staff development activities within the categories. Activities should be prioritized by an effective needs assessment and driven by an effective mission statement that reflect instructional, personal, professional, and organizational development. Again, a model that may focus the Staff Development Program efforts is the one by Magnesen and Parker (1990). An effective needs assessment that included the surveying of these components would provide feedback to prioritize staff development program emphasis for activities.

Recommendation Number 2

Develop an Organizational Structure with Defined Roles and Responsibilities

An organizational structure flow chart should be produced and shared with the entire College and be updated on an annual basis. Roles and responsibilities of those involved in all aspects of the staff development process should be clearly defined. A well-defined job description should be developed for the Staff Development Coordinator.

Recommendation Number 3

Investigate Other Information Sources to Aid in Decision Making

Provide opportunities for the staff development and flex committee members to investigate other information sources to assist in decision making, i.e., visiting exemplary programs, using consultants, literature review, as a required part of their participation on those committees. In addition, the staff development coordinator should make this information available to committee members and use some meeting time to discuss the information.

Recommendation Number 4

Develop an Organized Process for Decision Making

There is a need for the staff development and flex committees to use an organized process for making decisions in activity planning, sponsoring and funding decisions. An organized process would facilitate a focused and impartial system for making committee decisions.

Recommendation Number 5

Develop Resources for Summer Program Development

Summer activities that provide for new program development and existing course improvement are needed.

Process Criteria Recommendations

Process recommendations specify suggestions to improve implementation of staff development activities at College of the Canyons.

Recommendation Number 1

Provide A Comprehensive Range of Staff Development Activities for All Staff

Develop staff development opportunities for classified staff at their level of experience and ability. Most staff development activities were primarily designed for faculty. Staff development activities that provide a range of activities at all levels of the employees at College of the Canyon insure successful attainment of reaching staff development goals.

Recommendation Number 2

Provide Opportunities for Visitations

Provide staff opportunities to visit other departments in the college or other institutions to review educational programs or innovative projects. Without knowledge or input from a wide variety of programs, staff will continue to have difficulty creating innovations and change that effect the college.

Recommendation Number 3

Record Staff Development Participation Reaction

Compare the objective of the programs to the participants reactions for evaluation and review. It is critical to know if the planned staff development activities are truly providing what was asked for by the participants and how these activities meet their needs. This would also insure that ineffective activities would not be duplicated and would provide an additional measure of on-going evaluation.

Recommendation Number 4

Review Instructional Development Activities for Faculty

Surveys indicate confusion with objectives or purpose of many of the instructional development activities. Clear goals and objectives need to be developed. These goals and objectives will provide less confusion to staff members and help guide the staff development program in the planning of more effective activities.

Recommendation Number 5

Provide Training in Evaluation of Instructional Strategies

Faculty indicated a need to be trained in evaluation of instructional strategies. The faculty needs to know how to measure their own teaching skills. On-going objective feedback of instructional strategies benefit student outcomes as well as departmental and college objectives.

Recommendation Number 6

Provide Increased Personal Development Activities

Faculty and classified staff indicated a need for increased personal development activities in the areas of interpersonal skills training, personal growth and development, and opportunities for individual counseling. Staff development activities need to address areas other than professional. These include, psychological, family issues, communication skills, including conflict management, and health issues.

Recommendation Number 7

Provide Increased Professional Development Activities

Faculty indicated a need for increased professional development activities in the areas of training in psychology of learning, student developmental needs, and non-traditional studies and delivery systems.

Classified staff indicated a need for increased professional activities in the areas of training of student needs, college's needs, or innovative methods of operations. Faculty and classified staff members need awareness of other professional delivery systems at all levels to insure best practices.

Recommendation Number 8

Provide Increased Organizational Development Activities

Faculty and classified staffs indicated strong needs in the areas of training in decision making and planning, management skills, team building and evaluation or assessment techniques. There is also a need to develop more activities for training in conflict management. Staff development program activities should provide communication and training activities to increase understanding of the college's goals.

Appendix A

Contract Memo

College of the Canyons
Memorandum

TO: John Drislane, Personnel Director **DATE:** February 21, 1991

FROM: Nina Ashur, ULV Consultant Team Representative

SUBJECT: MEMO OF UNDERSTANDING
STAFF DEVELOPMENT PROGRAM EVALUATION

Our meeting on Wednesday, February 20th involved discussion of a framework for the staff development program evaluation at COC. Outlined below are key issues discussed and agreed upon during the meeting.

Evaluator's Role in the Organization
The evaluator's role in the organization will be as an internalist. A representative from the ULV team will serve as the internal coordinator of the project. ULV team members will be involved in a supportive role with the design and implementation of the review, data gathering and analysis, and preparation of the reports.

Major level(s) of Decision-Making to be Served
Information gathered from the program evaluation is intended to serve the needs of the staff development administrator and the college.

Reporting Relationships
The ULV consultant team representative will report directly to the Personnel Director. Also the ULV consultant team representative will be the liaison between the college and ULV team members. Upon completion of the report, the Personnel Director will forward copies to the staff development coordinator, staff development committee members, administrators, and the CEO.

Program Evaluation Focus and Purpose
The staff development evaluation is to be formative which will facilitate program improvement. This evaluation will be a "fore runner" to an accountability study. The focus of the evaluation will be on the "process" which involves the actual implementation of the program. In addition, the team will examine the staff development elements established in Assembly Bill 1725.

Program Evaluation Criteria
Ten evaluation criteria items in the "Process" area were agreed upon. The ULV team will consider the criteria and specify measurement methods and procedures.

The population of the evaluation will include faculty, classified staff, division chairpersons, management and administrators.

An evaluation plan will be presented to the Personnel Director before the evaluation process begins.

Resources Needed to Accomplish the Evaluation Tasks
Duplication resources will be available for surveys, reports and other written documentation that are to be circulated on campus.

Time line for completion.
The final report is needed by Friday, May 3rd to facilitate planning for the next academic year. Interim reports are requested if significant data are discovered.

To the best of my knowledge, the information detailed above is what was agreed to at our meeting. If any of this information is inconsistent with what was discussed, please contact me.

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Appendix B

Contract Memo Addendum

College of the Canyons
Memorandum

TO: John Drislane, Personnel Director **DATE:** March 4, 1991

FROM: Nina Ashur, ULV Consultant Team Representative

SUBJECT: ADDENDUM TO MEMO OF UNDERSTANDING
STAFF DEVELOPMENT PROGRAM EVALUATION

The purpose of this memo is to clarify specific process items for the ULV Consultant Team that were not written into the contract memo dated February 21, 1991. These items were discussed during our follow-up meeting on Tuesday, March 4th and are detailed below.

Evaluator's Role in the Organization
In the February 21st memo, it was stated in error that the evaluator's role in the organization would be as an internalist. It should read that the evaluator's role in the organization will be as an externalist.

Program Evaluation Criteria
The focus of the evaluation will be on the ten "process" criteria items. However, seven criteria in the "context" area and six criteria in the "input" area will be examined to facilitate the evaluation purpose of program improvement. Criteria in the "product" area will not be examined in this evaluation study. All criteria items to be included in the report will be discussed and selected in advance.

To Make Recommendations or Not Make Recommendations
A brief overview of program evaluation by the ULV Consultant Team representative was provided to the staff development committee. The committee requested that program improvement recommendations be made by the ULV Consultant Team.

ULV Consultant Team Members Are:
Nina Ashur
Marty Babayco
Jessica Fullerton
Thomas Jackson, Jr.
Kenneth Smith

na

Evaluation Criteria

1

CONTEXT EVALUATION (Page 1 of 1)

Planning (Mission/Goals/Needs) What, for whom?

Criteria in the Context category are designed to look at a program's intended ends.

Task Team Members

Nina

Criteria	Information Source	Method of Measurement	Indicants of Positive Achievement	Status
1. The staff development program has a written statement of mission.	Dean of Personnel	Archival Data	1. Program records are available that show misson statement. 2. Mission statement is available to staff members.	Met / Not Met
2. The staff development program goals are in accordance to the over-all mission of the institution.	SD Coordinator Dean of Personnel	Archival Data	1. Program records are available that show written goals. 2. Goal items relate to the mission statement of the institution.	Not Met / Not Met
A. Goals are well-defined and specific.	SD Coordinator Dean of Personnel	Archival Data	1. Program records show written goals that are specific.	Not Met
B. Program goals are formulated through needs assessment procedures.	SD Coordinator Dean of Personnel	Archival Data	1. Records exist that show completed needs assessment results. 2. Goals directly relate to assessment results.	Met / Not Met
3. Objectives are written in a manner which permit measurement.	SD Coordinator Dean of Personnel	Archival Data	1. Program records show objectives that have a measurement component attached to each.	Not Met
4. The staff development program has a commitment of administrative support.	Faculty Classified Staff / SD Coordinator	Survey Item Faculty: #28 and Staff #21 / Interview	1. Sixty-six percent positive response (4 or 5 on a five-point scale) to the survey item. 2. Positive response from SD Coordinator along with two indicators of what is perceived as support	Not Met / Met
5. The staff development program has the demonstrated acceptance of a majority of the staff.	Faculty Classified Staff	Survey Items Faculty: #'s 6,12,18,25 Staff: #'s 6,12,18	1. Sixty-six percent positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
6. The staff development program is assessed regularly with special reference to strengths and weaknesses.	SD Coordinator	Archival Data	1. Program assessment records exist that show assessment of the entire staff development program with "strengths" and "weaknesses" outlined.	Not Met
7. The staff development program provides a variety of activities including those general to all staff and those specific to major program publics.	SD Coordinator	Archival Data	1. Program records list activities offered during the year that fit within several categories such as the nine authorized use areas of staff development funds as defined by AB 1725.	Met

Appendix D

Input Criteria Chart

Evaluation Criteria

2

INPUT EVALUATION (Page 1 of 2)

Procedural Designs (Structure/Strategy/Work Plan) How, who will do it?
Criteria in the input category are designed to look at a program's intended means.

Criteria	Information Source	Method of Measurement	Indicants of Positive Achievement	Status
1. The staff development program is structured college-wide not departmentally.	Dean of Personnel	Archival Data	1. Program records show program goals and activities that span all departments.	Met
2. The rationale for the staff development program is developmental in nature rather than remedial. The focus is on the promotion of growth rather than the correction of deficiencies.	Dean of Personnel	Archival Data	1. Program records show activities leading to the growth of individuals, not solely teaching improvement, or remedial topics.	Met
3. The staff development program has the following components: instructional development personal development, professional development, and organizational development.	Dean of Personnel	Archival Data	1. Program records show distribution of activities in the four areas of instruction, personal, professional, and organizational development.	Met
4. The staff development program has a defined organizational structure.	Dean of Personnel	Archival Data	1. Program records show an organizational chart or narrative of organizational structure.	Not Met
A. A coordinator is assigned the responsibility for program facilitation.	Dean of Personnel	Archival Data Interview Item #6a	1. SD Coordinator job description indicates responsibility for all program elements. 2. SD Coordinator indicates involvement in all elements of program coordination.	Not Met Met
B. The coordinator has a defined job description.	Dean of Personnel	Archival Data	1. Program records show existence of job description for the SD Coordinator.	Not Met
C. The program staff possess a level of educational training or experience comparable to those served by the program.	SD Coordinator	Archival Data	1. Program records show that a majority of committee participants are representative of the educational and experience levels of those served by the program.	Met
D. An advisory committee representative of the college staff is actively involved in planning, implementing and evaluating the program.	SD Committee Flex Committee	Archival Data SD and Flex Committee Survey Items 1, 2, 3	1. Records show committee participants represent faculty, classified, and administrators. Committees represent campus gender and ethnic diversity. 2. Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to each survey item.	Met SD Not Met Flex Met

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Evaluation Criteria

INPUT EVALUATION (Page 2 of 2)

Procedural Designs (Structure/Strategy/Work Plan) How, who will do it?
Criteria in the input category are designed to look at a program's intended means.

Criteria	Information Source	Method of Measurement	Indicants of Positive Achievement	Status
5. The staff development program investigates a variety of information sources to assist decision making such as: an analysis of the literature, the employment of consultants, visitations to exemplary programs, etc.	SD Coordinator SD Committee Flex Committee	Archival Data SD and Flex Committee Survey Item #4	1. Program records indicate use of literature, consultants, visitations to other campuses having excellent programs, or other references to facilitate decision making. 2. Sixty-six percent of committee member respondents indicate use of two or more sources to facilitate decision making.	Not Met ——— Met
6. College-wide staff development practices provide:				
A. Sabbatical leave at a minimum of half salary for one year for faculty.	SD Coordinator	Archival Data	1. Program records indicate funding of sabbatical leave or is available for funding.	Met
B. Summer grants for new program development or existing course improvement (e.g. designing self-instructional modules).	SD Coordinator	Archival Data	1. Program records indicate funding for activities during June, July, August for program development or course improvement.	Not Met
C. Travel funds for professional conferences	SD Coordinator	Archival Data	1. Program records indicate funding of conference attendance or availability of funding.	Met

Appendix E

Process Criteria Chart

Evaluation Criteria

3

PROCESS EVALUATION (Page 1 of 3)

Program Implementation (Actual Implementation/Process)

Criteria in the process category are designed to look at a program's actual means.

Task Team Members
Marty Tom
Jessica Ken

Criteria	Information Source	Method of Measurement	Indicants of Positive Achievement	Status
1. Staff development activities are appropriate to the levels and abilities of the participants.	Faculty Classified Staff	Survey Items Faculty: #'s26, 27 Staff: #'s19, 20	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to each survey item.	Met
2. Staff are provided opportunities to visit other departments in the college or other institutions to review educational programs or innovative projects.	Faculty	Survey Item Faculty: #17	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
3. The program is monitored regularly to assure that activities are on schedule, and carried out as planned.	SD Coordinator	Archival Data and Interview	Records exist or SD Coordinator describes the monitoring system that assures that activities are on schedule and carried out as planned.	Not Met
4. A record of the program plan exists and includes: how the program implementation compares to: a) what was intended, b) expenditures, and c) participant reaction.	SD Coordinator Flex Committee	Archival Data	A record of program activities exist which show what was spent, and participant reaction. Also records of discussion concerning if the program activity fulfilled the function of what was originally intended.	Not Met
A. Activities have an evaluation component which provides a regular assessment of current operations.	SD Coordinator Flex Committee	Archival Data	Records exist that show opportunity for faculty/staff feedback on each SD or flex activity.	Not Met
5. Instructional development activities provide:				
A. Training in the latest instructional trends.	Faculty	Survey Item Faculty: #1	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
B. Training in the development of course objectives and course design	Faculty	Survey Item Faculty: #2	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
C. Training in remedial and developmental techniques of instruction.	Faculty	Survey Item Faculty: #3	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met

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Evaluation Criteria

PROCESS EVALUATION (Page 2 of 3)

Program Implementation (Actual Implementation/Process)
Criteria in the process category are designed to look at a program's actual means.

Criteria	Information Source	Method of Measurement	Indicants of Positive Achievement	Status
D. Training in technological approaches to instruction.	Faculty	Survey Item Faculty: #4	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
E. Training in the evaluation of instructional strategies.	Faculty	Survey Item Faculty: #5	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
6. Personal development activities provide:				
A. Interpersonal skills training.	Faculty Classified Staff	Survey Item Faculty: #7 and Staff: #1	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
B. Training in personal growth and development.	Faculty Classified Staff	Survey Item Faculty: #8 and Staff: #2		Not Met
C. Opportunities for individual professional growth contracts.	Faculty Classified Staff	Survey Item Faculty: #9 and Staff: #3		Not Met
D. Opportunities for individual counseling.	Faculty Classified Staff	Survey Item Faculty: #10 and Staff: #4		Not Met
E. Training in health awareness.	Faculty Classified Staff	Survey Item Faculty: #11 and Staff: #5		Not Met
7. Professional development activities for faculty provide:				
A. Training in the psychology of learning.	Faculty	Survey Item Faculty: #13	Sixty-six percent of the respondents will indicate a positive response (4 or 5 on a five-point scale) to the survey item.	Not Met
B. Training in student developmental needs.	Faculty	Survey Item Faculty: #14		Not Met
C. Training in nontraditional studies and delivery systems.	Faculty	Survey Item Faculty: #15		Not Met
D. Training in cultural diversity issues.	Faculty	Survey Item Faculty: #3		Not Met
E. Visitations to other college campuses or industries	Faculty	Survey Item Faculty: #17		Not Met

Evaluation Criteria

PROCESS EVALUATION (Page 3 of 3)

Program Implementation (Actual Implementation/Process)
Criteria in the process category are designed to look at a program's actual means.

Criteria	Information Source	Method of Measurement	Indicants of Positive Achievement	Status
9. Professional development activities for classified staff provide:				
A. Training in job related skills.	Classified Staff	Survey Item Staff: #7		Not Met
B. Training in student needs.	Classified Staff	Survey Item Staff: #8		Not Met
C. Training in the college's needs.	Classified Staff	Survey Item Staff: #9		Not Met
D. Training in new technologies.	Classified Staff	Survey Item Staff: #10		Not Met
E. Training in innovative methods of operations.	Classified Staff	Survey Item Staff: #11		Not Met
10. Organizational development activities provide:				
A. Training in planning and decision making.	Faculty Classified Staff	Survey Item Faculty: #19 and Staff: #13		Not Met
B. Training in mangement skills.	Faculty Classified Staff	Survey Item Faculty: #20 and Staff: #14		Not Met
C. Training in faculty, and student assessment techniques.	Faculty	Survey Item Faculty: #21 and 22		Not Met
D. Training in classified staff evaluation techniques.	Classified Staff	Survey Item Staff: #15		Not Met
E. Training in team building.	Faculty Classified Staff	Survey Item Faculty: #23 and Staff: #16		Not Met
F. Training in conflict management.	Faculty Classified Staff	Survey Item Faculty: #24 and Staff: #17		Not Met

Appendix F

Faculty Survey

Staff Development Program
Evaluation Survey

Instructions:
Using the rating scale below, please circle your response to each statement. Return your completed survey to **Nina Ashur** by **Friday**, April 5, 1991.

5 = Very Much So
4 = To Some Extent
3 = Not Sure
2 = Hardly
1 = Not At All

Reflect from July 1, 1990 to March 31, 1991

Instructional development activities provided opportunities for:

1. training in the latest instructional trends	1	2	3	4	5
2. training in the development of course objectives and course design	1	2	3	4	5
3. training in remedial or developmental techniques of instruction	1	2	3	4	5
4. training in technological approaches to instruction	1	2	3	4	5
5. training in the evaluation of instructional strategies	1	2	3	4	5
6. adequate training in the area of instructional development to accommodate my need(s) for information	1	2	3	4	5

Personal development activities provided opportunities for:

7. interpersonal skills training	1	2	3	4	5
8. training in personal growth and development topics	1	2	3	4	5
9. development of professional growth contracts	1	2	3	4	5
10. individual counseling	1	2	3	4	5
11. training in health awareness	1	2	3	4	5
12. adequate training in the area of personal development to accommodate my need(s) for information	1	2	3	4	5

(Please complete other side)

Using the rating scale below, please circle your response to each statement.

5 = Very Much So
4 = To Some Extent
3 = Not Sure
2 = Hardly
1 = Not At All

Professional development activities provided opportunities for:

13.	training in the psychology of learning	1	2	3	4	5
14.	training in student developmental needs	1	2	3	4	5
15.	training in non-traditional studies and delivery systems	1	2	3	4	5
16.	training in cultural diversity issues	1	2	3	4	5
17.	visitations to other college campuses or industries	1	2	3	4	5
18.	adequate training in the area of professional development to accommodate my need(s) for information	1	2	3	4	5

Organizational development activities provided opportunities for:

19.	training in planning and decision making	1	2	3	4	5
20.	training in management skills	1	2	3	4	5
21.	training in faculty assessment techniques	1	2	3	4	5
22.	training in student assessment techniques	1	2	3	4	5
23.	training in team building	1	2	3	4	5
24.	training in conflict management	1	2	3	4	5
25.	adequate training in the area of organizational development to accommodate my need(s) for information	1	2	3	4	5

Other:

26.	Staff development program activities are appropriate for my level of education	1	2	3	4	5
27.	Staff development program activities are appropriate for my level experience	1	2	3	4	5
28.	The staff development program has the support of the administration	1	2	3	4	5

Thank you for completing this survey.

Appendix G

Classified Staff Survey

Staff Development Program
Evaluation Survey

Instructions:
Using the rating scale below, please circle your response to each statement. Return your completed survey to **Nina Ashur** by **Friday, April 5, 1991.**

5 = Very Much So
4 = To Some Extent
3 = Not Sure
2 = Hardly
1 = Not At All

Reflect from July 1, 1990 to March 31, 1991

Personal development activities provided opportunities for:

1. interpersonal skills training	1 2 3 4 5
2. training in personal growth and development topics	1 2 3 4 5
3. development of professional growth contracts	1 2 3 4 5
4. individual counseling	1 2 3 4 5
5. training in health awareness	1 2 3 4 5
6. adequate training in the area of personal development to accommodate my need(s) for information	1 2 3 4 5

Professional development activities provided opportunities for:

7. training in job related skills	1 2 3 4 5
8. training in student needs	1 2 3 4 5
9. training in the college's needs	1 2 3 4 5
10. training in new technologies	1 2 3 4 5
11. training in innovative methods of operations	1 2 3 4 5
12. adequate training in the area of professional development to accommodate my need(s) for information	1 2 3 4 5

(Please complete other side)

Using the rating scale below, please circle your response to each statement.

5 = Very Much So
4 = To Some Extent
3 = Not Sure
2 = Hardly
1 = Not At All

Organizational development activities provided opportunities for:

13. training in planning and decision making	1	2	3	4	5
14. training in management skills	1	2	3	4	5
15. training in evaluation techniques for classified employees	1	2	3	4	5
16. training in team building	1	2	3	4	5
17. training in conflict management	1	2	3	4	5
18. adequate training in the area of organizational development to accommodate my need(s) for information	1	2	3	4	5

Other:

19. Staff development program activities are appropriate for my level of education	1	2	3	4	5
20. Staff development program activities are appropriate for my level experience	1	2	3	4	5
21. The staff development program has the support of the administration	1	2	3	4	5

Thank you for completing this survey.

Appendix H

Flex Committee Survey

Staff Development Program

Evaluation Survey for Flex Committee Members

Instructions:
Using the rating scale below, please circle your response to each statement. Return your completed survey to **Nina Ashur** by **Friday, April 5, 1991.**

5 = Very Great Extent
4 = Considerable Extent
3 = Moderate Extent
2 = Limited Extent
1 = No Extent

To what extent do you feel you are actively involved in flex calendar:

1. planning of activities	1 2 3 4 5
2. implementation of activities	1 2 3 4 5
3. monitoring of activities	1 2 3 4 5

When making flex calendar decisions such as, activity planning, individual contracts, etc., on what information source(s) are your decisions based: *(check all that apply)*

_____ committee discussions
_____ research-based literature on staff development
_____ consultants
_____ program visitations to other colleges
_____ information from other sources such as journal articles, conferences, etc.
_____ review of regulatory materials from the State Chancellor's office
_____ Other_____
Describe

Demographic Information:

_____ Total number of years employed at COC

_____Length of tenure on flex committee.
years/semesters

Thank you for completing this survey.

Appendix I

Staff Development Committee Survey

Staff Development Program

Evaluation Survey for Committee Members

Instructions:
Using the rating scale below, please circle your response to each statement. Return your completed survey to **Nina Ashur** by **Friday, April 5, 1991.**

5 = Very Great Extent
4 = Considerable Extent
3 = Moderate Extent
2 = Limited Extent
1 = No Extent

To what extent do you feel you are actively involved in staff development:

1. program planning	1 2 3 4 5
2. program implementation	1 2 3 4 5
3 program monitoring	1 2 3 4 5

When making staff development program decisions such as, activity planning, funding choices, etc., on what information source(s) are your decisions based:
(check all that apply)

_____ committee discussions
_____ research-based literature on staff development
_____ consultants
_____ program visitations to other colleges
_____ information from other sources such as journal articles, conferences, etc.
_____ review of regulatory materials from the State Chancellor's office
_____ Other_____
Describe

Demographic Information:

_____ Total number of years employed at COC

_____Length of tenure on staff development committee.
years/semesters

Thank you for completing this survey.

Appendix J

Memo to Staff Development Coordinator

College of the Canyons
Memorandum

TO: Lea Templer, Staff Development Coordinator **DATE:** April 1, 1991

FROM: Nina Ashur, ULV Consultant Team Representative

SUBJECT: STAFF DEVELOPMENT PROGRAM EVALUATION
INTERVIEW ITEMS AND REQUEST FOR INFORMATION

Following are some questions I need answered. This is needed to fulfill information areas as part of the evaluation of the staff development program. In addition to this I would like to dialog with you to assure that I have all the documents necessary for a thorough review of the program. I anticipate this taking approximately forty-five minutes to one hour.

INPUT CRITERIA

6a. Are you actively involved in all aspects of staff development program coordination?

Response: Yes

6b. Are your responsibilities as staff development coordinator clearly defined?

Response: No

6c. Need a list of current staff development committee participants. **(Provided)**
Need a list of current flex committee participants. **(Provided)**

7. When making staff development program or funding decisions on what information source(s) are your decisions based?

__X__ committee discussions

__X__ research-based literature on staff development

_____ consultants

__X__ program visitations to other colleges

_____ information from other sources such as journal articles, conferences, etc.

_____ review of regulatory materials from the State Chancellor's office

__X_ Other: Needs Assessment Survey
Describe

CONTEXT CRITERIA

4. Do you feel that the staff development program has the commitment of the administration? What indicators show this?

Response:
The President has let the committee make all the decisions re: $20,000.
She has also allowed other committees to make decisions.

It [staff development program] has been here for fifteen years. There is encouragement to participate on campus and off campus.

Appendix K

Survey Cover Memo

College of the Canyons
Memorandum

To: Certificated and Classified Staff **Date:** April 1, 1991

From: Staff Development Advisory Committee

Subject: Evaluation of Staff Development Opportunities

The attached survey will help our committee evaluate the staff development services provided this year and improve those provided in the future. The survey will take five minutes of your time. Base your answer on your own experiences and also on your awareness of opportunities even if you did not take advantage of them.

When considering staff development, remember to include off-campus and on-campus workshops, retreats, sabbatical leaves, conferences, flex activities, district-funded travel, etc.

Upon completion, please return the survey to **Nina Ashur's mailbox** by **Friday, April 5.** Thank you for your assistance. It will help us do a better job.

JD/na

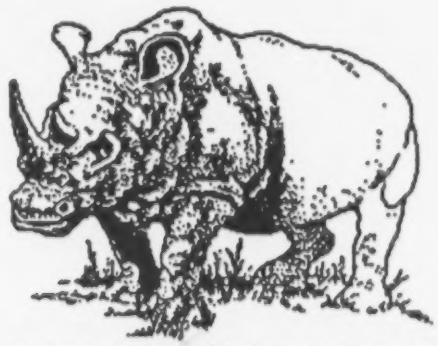
Appendix L

Survey Follow-up Cover Me

College of the Canyons
26455 North Rockwell Canyon Road • Santa Clarita, California 91355 • (805) 259-7800

Date:_____

Dear _____,



I've considered the possibility that a rampaging rhino has eaten your survey on Staff Development Program Evaluation.

I know the survey is food for thought and can't think of any other reason for not having received one from you.

Attached is another survey because I am very anxious to hear from you. Thanks.

Nina Ashur

Please return the survey to my mailbox by **Tuesday, April 16, 1991.** Results of the program evaluation will be discussed at a college-wide meeting on May 8th in A-109. Your opinion is important!

Appendix M

Faculty Survey Data

College of the Canyons
Staff Development Program Evaluation
Survey Results

Faculty

Number of Surveys Distributed 65
Number of Surveys Returned 39 = 60%

Instructional development activities provided opportunities for:

1. training in the latest instructional trends	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	4	8	8	12	6	38
Percentage	11	21	21	32	16	101*
	Negative			Positive		
Collapsed Percentage	32		21	47		

2. training in the development of course objectives and course design	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	7	13	7	3	38
Percentage	21	18	34	18	8	99*
	Negative			Positive		
Collapsed Percentage	39		34	26		

3. training in remedial or developmental techniques of instruction	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	5	10	9	11	4	39
Percentage	13	26	23	28	10	100
	Negative			Positive		
Collapsed Percentage	38		23	38		

4. training in technological approaches to instruction	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	3	5	6	19	4	37
Percentage	8	14	16	51	11	100
	Negative			Positive		
Collapsed Percentage	22		16	62		

5. training in the evaluation of instructional strategies	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	8	10	9	5	38
Percentage	21	16	26	24	14	101*
	Negative			Positive		
Collapsed Percentage	37		26	37		

6. adequate training in the area of instructional development to accommodate my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	2	8	13	11	4	38
Percentage	5	21	34	29	11	100
	Negative			Positive		
Collapsed Percentage	26		34	39		

*Note that differences in the percentage total occurs as a result of rounding.

Personal development activities provided opportunities for:

7. Interpersonal skills training	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	10	7	7	8	6	38
Percentage	26	18	18	21	16	99*

	Negative		Positive
Collapsed Percentage	45	18	37

8. training in personal growth and development topics	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	7	9	8	9	5	38
Percentage	18	24	21	24	14	101*

	Negative		Positive
Collapsed Percentage	42	21	37

9. development of professional growth contracts	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	9	4	18	5	1	37
Percentage	24	11	49	14	3	101*

	Negative		Positive
Collapsed Percentage	35	49	16

10. individual counseling	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	10	4	10	8	4	36
Percentage	28	11	28	22	11	100

	Negative		Positive
Collapsed Percentage	39	28	33

11. training in health awareness	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	9	5	6	14	4	38
Percentage	24	13	16	37	11	101*

	Negative		Positive
Collapsed Percentage	37	16	47

12. adequate training in the area of personal development to accommodate my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	4	8	12	10	4	38
Percentage	11	21	32	26	11	101*

	Negative		Positive
Collapsed Percentage	32	32	37

Professional development activities provided opportunities for:

13. training in the psychology of learning	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	8	10	9	3	39
Percentage	21	21	26	23	8	99*

	Negative		Positive
Collapsed Percentage	42	26	31

14. training in student developmental needs	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	7	9	10	4	38
Percentage	21	18	24	26	11	100

	Negative		Positive
Collapsed Percentage	39	24	37

*Note that differences in the percentage total occurs as a result of rounding.

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15. training in non-traditional studies and delivery systems	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	8	8	7	6	37
Percentage	22	22	22	19	16	101*

	Negative		Positive
Collapsed Percentage	44	22	35

16. training in cultural diversity issues	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	5	6	1	18	9	39
Percentage	13	15	3	46	23	100

	Negative		Positive
Collapsed Percentage	28	3	69

17. visitations to other college campuses or industries	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	6	7	7	14	5	39
Percentage	15	18	18	36	13	100

	Negative		Positive
Collapsed Percentage	33	18	49

18. adequate training in the area of professional development to accommodate my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	3	9	10	12	4	38
Percentage	8	24	26	32	11	101*

	Negative		Positive
Collapsed Percentage	32	26	43

Organizational development activities provided opportunities for:

19. training in planning and decision making	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	9	8	10	10	2	39
Percentage	23	21	26	26	5	101*

	Negative		Positive
Collapsed Percentage	44	26	31

20. training in management skills	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	10	8	10	9	1	38
Percentage	26	21	26	24	3	100

	Negative		Positive
Collapsed Percentage	47	24	26

21. training in faculty assessment techniques	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	10	8	9	7	4	38
Percentage	26	21	24	18	11	100

	Negative		Positive
Collapsed Percentage	47	24	29

22. training in student assessment techniques	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	7	6	8	12	5	38
Percentage	18	16	21	32	13	100

	Negative		Positive
Collapsed Percentage	34	21	45

*Note that differences in the percentage total occure as a result of rounding.

23. training in team building	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	8	10	8	3	37
Percentage	22	22	27	22	8	101*

	Negative		Positive
Collapsed Percentage	44	27	30

24. training in conflict management	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	12	8	6	9	2	37
Percentage	32	22	16	24	5	99*

	Negative		Positive
Collapsed Percentage	54	16	29

25. adequate training in the area of organizational development to accomodate my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	5	12	9	8	2	36
Percentage	14	33	25	22	6	100

	Negative		Positive
Collapsed Percentage	47	25	28

Other:

26. Staff development program activities are appropriate for my level of education	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	3	2	6	16	10	37
Percentage	8	6	16	43	27	100

	Negative		Positive
Collapsed Percentage	14	16	70

27. Staff development program activities are appropriate for my level of experience	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	3	2	9	13	9	36
Percentage	8	6	25	36	25	100

	Negative		Positive
Collapsed Percentage	14	25	61

28. The staff development program has the support of the administration	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	0	0	15	14	9	38
Percentage	0	0	39	37	24	100

	Negative		Positive
Collapsed Percentage	0	39	61

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*Note that differences in the percentage total occure as a result of rounding.

Appendix N

Classified Staff Survey Data

College of the Canyons
Staff Development Program Evaluation
Survey Results

Classified Staff

Number of Surveys Distributed 85
Number of Surveys Returned 35 - 41%

Personal development activities provided opportunities for:

1. Interpersonal skills training	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	7	7	6	10	4	34
Percentage	21	21	18	29	12	101*
	Negative			Positive		
Collapsed Percentage	42		18	41		

2. training in personal growth and development topics	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent 5	5. Very Much So	TOTAL
Number of Responses	4	7	5	12	4	32
Percentage	13	22	16	38	13	102*
	Negative			Positive		
Collapsed Percentage	34		16	50		

3. development of professional growth contracts	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	10	5	11	5	1	32
Percentage	31	16	34	16	3	100
	Negative			Positive		
Collapsed Percentage	47		34	19		

4. individual counseling	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	16	7	4	7	2	36
Percentage	44	19	11	19	6	99*
	Negative			Positive		
Collapsed Percentage	64		11	25		

5. training in health awareness	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	5	3	13	3	32
Percentage	25	16	9	41	9	100
	Negative			Positive		
Collapsed Percentage	41		9	50		

6. adequate training in the area of personal development to accomodate my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	6	4	11	7	2	30
Percentage	20	13	37	23	7	100
	Negative			Positive		
Collapsed Percentage	33		37	30		

*Note that differences in the percentage total occure as a result of rounding.

Professional development activities provided opportunities for:

7. training in job related skills	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	3	3	2	14	10	32
Percentage	9	9	6	44	31	99*

	Negative		Positive
Collapsed Percentage	18	6	75

8. training in student needs	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	11	4	8	6	2	31
Percentage	35	13	26	19	6	99*

	Negative		Positive
Collapsed Percentage	48	26	25

9. training in the college's needs	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	7	6	9	3	33
Percentage	24	21	18	27	9	99*

	Negative		Positive
Collapsed Percentage	45	15	36

10. training in new technologies	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	4	2	5	17	5	33
Percentage	12	6	15	52	15	100

	Negative		Positive
Collapsed Percentage	18	15	67

11. training in innovative methods of operations	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	7	8	10	0	33
Percentage	24	21	24	30	0	99*

	Negative		Positive
Collapsed Percentage	45	24	30

12. adequate training in the area of professional development to accomodate my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	4	6	7	9	5	31
Percentage	13	19	23	29	16	100

	Negative		Positive
Collapsed Percentage	32	23	45

Organizational development activities provided opportunities for:

13. training in planning and decision making	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	8	8	6	8	3	33
Percentage	24	24	18	24	9	99*

	Negative		Positive
Collapsed Percentage	48	18	33

14. training in management skills	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	7	7	7	9	4	34
	21	21	21	26	12	101*

	Negative		Positive
Collapsed Percentage	42	21	38

*Note that differences in the percentage total occure as a result of rounding.

15. training in evaluation techniques for classified employees	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	10	4	9	6	3	32
Percentage	31	13	28	19	9	100
	Negative			Positive		
Collapsed Percentage	44			28		

16. training in team building	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	6	11	9	3	4	33
Percentage	18	33	27	9	12	99*
	Negative			Positive		
Collapsed Percentage	51		27	21		

17. training in conflict management	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	12	5	8	4	3	32
Percentage	38	16	25	13	9	101*
	Negative			Positive		
Collapsed Percentage	54		25	22		

18. adequate training in the area of organizational management to meet my need(s)	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	6	8	5	8	2	29
Percentage	21	28	17	28	7	101*
	Negative			Positive		
Collapsed Percentage	49		17	35		

Other:

19. Staff development program activities are appropriate for my level of education	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	4	5	3	12	4	28
Percentage	14	18	11	43	14	100
	Negative			Positive		
Collapsed Percentage	32		11	57		

20. Staff development program activities are appropriate for my level of experience	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	5	5	6	10	5	31
Percentage	16	16	19	32	16	99*
	Negative			Positive		
Collapsed Percentage	32		19	48		

21. The staff development program has the support of the administration	1. Not at all	2. Hardly	3. Not Sure	4. To Some Extent	5. Very Much So	TOTAL
Number of Responses	2	4	6	11	9	32
Percentage	6	13	19	34	28	100
	Negative			Positive		
Collapsed Percentage	19		19	63		

*Note that differences in the percentage total occure as a result of rounding.

Appendix O

Flex Committee Survey Data

College of the Canyons
Staff Development Program Evaluation
Survey Results

Flexible Calendar Committee

Number of Surveys Distributed 7
Number of Surveys Returned 5 - 71%

To what extent do you feel you are actively involved in flex calendar:

1. planning of activities	1. No Extent	2. Limited Extent	3. Moderate Extent	4. Considerable Extent	5. Very Great Extent	TOTAL
Number of Responses	0	0	0	1	6	7
Percentage	0	0	0	14	86	100

	Negative		Positive
Collapsed Percentage	0	0	100

To what extent do you feel you are actively involved in flex calendar:

2. implementation of activities	1. No Extent	2. Limited Extent	3. Moderate Extent	4. Considerable Extent	5. Very Great Extent	TOTAL
Number of Responses	0	0	2	1	4	7
Percentage	0	0	29	14	57	100

	Negative		Positive
Collapsed Percentage	0	0	100

To what extent do you feel you are actively involved in flex calendar:

3. monitoring of activities	1. No Extent	2. Limited Extent	3. Moderate Extent	4. Considerable Extent	5. Very Great Extent	TOTAL
Number of Responses	0	2	2	1	2	7
Percentage	0	29	29	14	29	101*

	Negative		Positive
Collapsed Percentage	29	31	43

When making flex calendar decisions such as, activity planning, individual contracts, etc., on what information source(s) are your decisions based: (check all that apply) Items are ranked according to those most frequently selected.

__1__ committee discussions
__5__ research-based literature on staff development
__6__ consultants
__4__ program visitations to other colleges
__2__ information from other sources such as journal articles, conferences, etc.
__5__ review of regulatory materials from the State Chancellor's office
__3__ Other

*Note that differences in the percentage total occurs as a result of rounding.

Appendix P

Staff Development Committee Survey Data

College of the Canyons
Staff Development Program Evaluation
Survey Results

Staff Development Committee

Number of Committee Members 10
Number of Surveys Returned 3 - 30%

To what extent do you feel you are actively involved in staff development:

1. planning of activities	1. No Extent	2. Limited Extent	3. Moderate Extent	4. Considerable Extent	5. Very Great Extent	TOTAL
Number of Responses	0	0	1	2	0	3
Percentage	0	0	33	67	0	100

	Negative		Positive
Collapsed Percentage	0	33	67

To what extent do you feel you are actively involved in staff development:

2. implementation of activities	1. No Extent	2. Limited Extent	3. Moderate Extent	4. Considerable Extent	5. Very Great Extent	TOTAL
Number of Responses	0	1	2	0	0	3
Percentage	0	33	67	0	0	100

	Negative		Positive
Collapsed Percentage	33	67	0

To what extent do you feel you are actively involved in staff development:

3. monitoring of activities	1. No Extent	2. Limited Extent	3. Moderate Extent	4. Considerable Extent	5. Very Great Extent	TOTAL
Number of Responses	1	1	1	0	0	3
Percentage	33	33	33	0	0	99*

	Negative		Positive
Collapsed Percentage	66	33	0

When making staff development program decisions such as, activity planning, individual contracts, etc., on what information source(s) are your decisions based: (check all that apply) Items are ranked according to those most frequently selected.

__1__ committee discussions
__2**__ research-based literature on staff development
__***__ consultants
__***__ program visitations to other colleges
__2**__ information from other sources such as journal articles, conferences, etc.
__2**__ review of regulatory materials from the State Chancellor's office
__2**__ Other

**Tied Ranks

***Not Selected

*Note that differences in the percentage total occure as a result of rounding.

For growth to occur in individuals and organizations of the future, the staff development movement will have to expand its services to meet the multifaceted professional and personal needs of staff members. it is unlikely that colleges can expect students to develop new knowledge, skills, values, and attitudes if the same development is not occurring in its staff.

O'Banion 1989

ERIC Clearinghouse for
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